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# JOURNAL OF EDUCATION

JUNE 18, 1934

A SUPERINTENDENT LOOKS AT
## Teaching and Teacher Training
By JOHN LUND

"Ask the Secretary—She'll Know" HENRY L. FARR
18 Marks of an Educated Person CHARLES F. THWING
University Balance Sheets JOHN H. PRIME
Developing Creative Work ADELAIDE V. FINCH
A College of All Nations JANE GILBERT
Heads, Hands and Haste GARRY C. MYERS
The Schools of England J. ASBURY PITMAN

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## *The Editors Say...*

Vacation time this year presents a more cheerful outlook than for several seasons past. Business is surely emerging from the woods. Schools, too, are on the way out. So leave your worries behind you, and go forth to whatever form of recreation will re-create you most.

•

Coming thus to the windup of another school year, we editors look back upon our labors with critical eyes, inwardly resolving that NEXT year shall see us reaching some of the goals we did not quite make in the year just ending.

•

We are grateful to all those friends who helped to make the past year one of progress for this magazine. These friends include Contributors, Subscribers, and Advertisers.

•

The contents of the magazine have been the joint production of hundreds of persons, most of them engaged at important posts in the everyday work of education. Thousands of hours of creative effort have been poured into the preparation of the subject matter offered to our readers.

•

Many subscribers have not only "said it with checks," but with words of kind appreciation—and some subscribers have recommended this publication to their friends. Renewals have kept up splendidly, and new readers have been added.

•

The representative firms whose messages have appeared in our advertising pages merit the gratitude and, so far as possible, the patronage, of all our readers. Advertisements are essential to the existence of a magazine. We rejoice in the quality of the advertising which we have been privileged to carry.

•

The next issue of the JOURNAL will be dated September 3. But our offices will be open all through the summer. Breezy offices, too. If you are near Six Park Street, call and see us.

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ANSON W. BELDING, *Editor*
ISOBEL R. LAY, *Managing Editor*
*Contributing Editors:* AUGUSTUS O. THOMAS and GARRY C. MYERS

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# *A Superintendent* Looks at Teaching and Teacher Training


By JOHN LUND
Newton, Massachusetts


*This thoughtful, dynamic statement goes to the very core of our educational difficulty*

FOR sixteen years it has been my responsibility to select and supervise teachers at all levels and in all departments of the school organization. I have served in five representative cities of varying size and completeness of organization in two states, contacting directly in the classroom well over a thousand teachers.

The overwhelming majority of these people have been sincere, conscientious, industrious, "well-trained" in terms of the standards at present set up for teacher training. For too many of these friends and associates of mine, however, teaching has been just a job, and education, the business of instructing children in prescribed bits of subject matter. For too many of them children are nothing more than potential containers of knowledge, little vessels to be filled with reading, writing, Latin, science, or whatever it may be that they happen to teach. Little wonder that a well-known writer, a humorist by the way, raises the question, "Why Are Teachers?"

I hasten to add, of course, that, true as all of this is to those of us who want to face facts, the fault does not lie primarily with these teachers. I have already noted that they are sincere, conscientious even to a fault, hard-working, self-sacrificing, to mention only a few of the virtues that most of them have.

JOHN LUND

Why is it then that every step that our educational theorists and philosophers direct and chart for the development of a "new" education for a "new" day is so quickly challenged on the ground that teachers "can't put it across," "aren't trained for that kind of procedure," "lack sufficient background," "will resist it because it means more work," "have too many children in their classes," lack equipment, lack this, lack that, and so on ad infinitum.

I have just attended another "progressive education" conference. There were fine proposals for re-emphasizing education as growth, teaching children, not subjects, abandoning traditional marks, studying children, gearing education to human and individual needs, co-ordinating community resources for education, enlisting co-operation of parents, releasing the creative intelligence of teachers. These topics and many more were convincingly and intelligently discussed. With what net result? The yielding on the part of most of those present to a sense of futility. Fine, sound, desirable? Yes! Practical, possible? I wonder! How far can we go with our teachers, our public, our parents? These were the insistent questions, the unanswered questions. Again I ask, why is it? Can it be really that there is much truth in the old saw, "Those who can, do; those who can't, teach"? The available evidence seems almost to point that way.

May I propose that we stop yielding so easily to this sense of futility in the face of the present-day challenge to education. It is possible to do something about it. There is creative intelligence among teachers that can be ap-

plied to these problems. There are many bright spots educationally that should hearten the most timid soul. Teachers on the whole want to do a better job and can do a better job. They need leadership, they need leadership in action!

The future of education in America rests, not with the politicians and the taxpayers. It rests with the profession. Demonstrate that we know what we are about and that we have the courage to do it and the public will support us. They will ultimately support nothing less than our best.

I have said that our teachers need dynamic leadership. They need this leadership in service and in training, and the greatest need is in training. Too much of the inertia to which I have referred reflects back to the period of training. All of our potential leaders, teachers and administrators, have had essentially the same kind of training. Qualitatively there has been little difference. Quantitatively there has been some. Little wonder that a leading university addresses itself to the problem of the over-supply of under-trained and poorly equipped teachers.

The firing line in the advance of the "new" education is in the field of teacher training. Sixteen years as a city school superintendent have provided opportunities for observation and reflection upon the needs in this field. The results of this observation and this reflection are here offered in the hope that they may be constructively helpful. For convenience' sake they will be presented somewhat categorically. Altogether they may suggest a program.

1. Teachers should have as far as possible from kindergarten through the university a continuing experience of education as growth and developing personality to which the individual has contributed through self-directed activity fully as much as have his teachers. (At present his best opportunity for this experience is in the kindergarten and primary grades. and then his chances grow unevenly but progressively poorer through the university.) The teacher-training institutions must show the way here on the college level.

Out of such an experience will emerge a theory of education above the concept of mere "training," as for an animal act, or "instruction," which still represents the average level of education. Education for the potential teacher must become in a real sense unfolding growth through experience and activity before real teaching can be undertaken.

All of this implies for the teacher-training institution, new administrative procedures and the enlisting of master artist teachers in the service.

2. Candidates for teacher-training must knock at the door of the profession because of an urge to teach, nurtured and matured through intelligent guidance and stimulation through the elementary and secondary schools. The selective process beginning with admission to college and continuing through to graduation must be sympathetic, intelligent and rigorous. This implies drastic changes in present procedures. The depression has intensified the tendency for communities to build walls about themselves and decree that no person residing outside of these walls shall teach in the local schools. School superintendents find themselves besieged with "local" candidates "trained" in our teacher-training schools, totally unfit for teaching in terms of personality, background, scholarship or native capacity. These people should never have gone forth with the approval of a normal school or state college. The only way to meet this problem is to go to work at the source, during the period of training.

3. Increasingly better provisions are necessary for the development of broader cultural backgrounds for teaching. All of this, not for the glorification of subject matter, but in order that we may have teachers rich in cultural experience, aware of cultural resources, appreciative of many bodies of knowledge, skilled in how to get knowledge, impatient with knowledge for its own sake, eager for knowledge as related and vital to experience; that education may be made in truth a way of life and not just an adornment or possession unrelated to life. I question the compatibility of good teaching and subject-matter specialization except for strictly vocational purposes. The subject-matter specialist is less apt to illuminate, challenge and stimulate activity on the part of the student and more apt to impart and indoctrinate in terms of his specialty. In the field of teacher training surely, the subject-matter specialist must become first the teacher.

4. Some provision needs to be made to help teachers to better orient themselves in the living world. If it be the task of the school to orient the student in the life of which he is a part, surely the teacher must himself be well oriented. Real opportunities for contacts with life and the world of work must be somehow systematically provided. Teachers as a group must cease to be a cloistered group. They must have interests and concerns and activities outside of the school and the classroom. They must be equipped to help young people adjust themselves to a real world, a world as real to the teacher as it must become to the pupil.

5. Less emphasis must be placed upon the bag of tricks which we call method. Substitute opportunities to teach under the stimulation and inspiration of several master teachers with the expectation that method shall become a tool built to fit the hand that wields it.

6. There must be adequate provision for the development of

well-poised, well-balanced personality. The teacher must not only be himself an exponent and example of good mental hygiene but must understand the important part it plays in normal human development. Teachers must first of all be people.

7. Opportunities are needed for teachers in training to understand education as a co-operative process, a part of which only has been delegated to the school; to understand the varying environmental forces which operate upon all children and how necessary it is to know the whole child in terms of his background and associations and areas of influence. Constant emphasis should be made upon the teacher as a student of children in their environment. Full opportunities should be given for developing skill in studying children. Teachers must come into our schools fully convinced that they must *learn* children before they can teach them, and that no two children are just alike.

Add to these the more obvious considerations of good physical health, pleasing and gracious personality, satisfactory social adjustment and those qualities necessary but not peculiar to the teaching profession and we have perhaps completed the picture of needs as one city superintendent sees them in the field of teacher training.

Here again there will be perhaps little theoretic disagreement except in matters of emphasis. Here again, however, we will meet up with Old Man Inertia and that tendency to yield to a sense of futility. Unless we make a direct frontal attack upon this problem we may well resign ourselves to the interminable discussion of what to do and why, with little or no hope that it will ever be done. The future of education, I repeat, lies in the hands of the profession. Unless dynamic leadership into action is forthcoming along some such lines as indicated here we may well look to the time when education will have to depend upon private enterprise and private initiative. The public will cease to be interested in it as worthy of public support. I have a feeling that perhaps schools are supported now as far as the public is concerned principally because children must be provided for in the matter of housing and care during those hours of the day and those days of the year when the adult population is doing the work of the world. I hear many superintendents bemoan the fact that they find it hard to interest the public in education. Perhaps the public is apathetic in so many places because there isn't anything very important going on in many public school buildings. This is just a guess and of course I may be wrong about it. Let us hope that I am. In any case I am closing the door to my office gently but firmly behind me ready for such service as I may be able to render in the training of teachers for the school of tomorrow.

---

# "Ask the Secretary—She'll Know"

By HENRY L. FARR
Manchester, Connecticut

*A teacher here pays tribute to a very important factor in the running of a successful school.*

"CAN you tell me how these reports are to be filled in? Are they for the semester or for the term?"

"What room is Clark in, I mean John? Does he have Miss Lowe in French? Is it John or Earle who has been absent so much?"

"Can I get this mimeographed by noon, please?"

These are samples of the demands we make upon our office secretary. For someone she explains reports, examines records, and gets out emergency work everyday.

Everyone appreciates the school secretary. We rely upon her for all sorts of information, and those school matters which bewilder us we expect her to understand. We think of her less as an office secretary than as an aide. When we wish something explained or want a late report taken care of we know who can do most for us. We know her more as a friend than as keeper of the seals behind her railing. As I recall my many trips to the office to get some matter cleared up I realize how important to the school system she is.

At times of special hurry and bustle she cheerfully drops her work to lend a hand. When a report card is ruined by ink spots in copying grades she quickly types a new one, and she often remains over-time for those who come late. In the February and September promotion rush she is a reservoir of information. She anticipates our questions, seeming to understand our problem from the start. More than once have I heard our principal say: "Let me ask Miss Rogers, just to be sure." This ability and co-operation creates confidence in every teacher in the building.

Her ability to assist the teachers is to be explained by the secretary's knowledge and understanding of the workings of the school. I doubt if a teacher on the staff has an understanding of school affairs equal to hers. She knows all about the experimental class in

natural science, and can tell the date of the last home basketball game. In the same way she can explain the interscholastic conference regulations or tell when the janitors expect to install a new light in the south auditorium. She receives calls at her home from teachers and pupils, and during the vacation she is sought out on school matters. Indeed, she is the major domo of the school who knows the comings in and the goings out of them all. Understanding her own job and the general affairs of the school she is a master at punctuality and order.

As another evidence of her co-operation I recall her coming to the office for a whole evening to assist several teachers. They had been delayed in copying their marks on the permanent office cards and the job could not be done in time for Thursday distribution without night work. At five-thirty in the afternoon, after Miss Rogers had already waited a half-hour over-time, someone whispered: "Do you suppose Eleanor would open the office tonight?" She opened the office, and remained until the last card was completed and the records closed.

Our secretary is a good friend at court. Often she quietly reminds us of overdue reports and returns papers for minor corrections before evidence of our delinquencies have reached the principal. Whether it is collections for student organizations or reports on pupils' absence, we are reminded of our errors before they reach the inner office. She is especially thoughtful in June when everyone is in a hurry to get away for the summer. It is very easy to rush away without getting keys, booklists, and reports fully taken care of, but her persistence keeps them straight. Much of the credit which the principal gives the teacher for prompt and satisfactory reports is due his secretary.

She is none the less the friend of the pupils. They, as well as the teachers, seek her out, and she is equally attentive to their difficulties. Pupils are always inquiring about schedules, books, and the next assembly. Just as she is the oracle at school opening for the faculty, so is she for the student body. Every day she gets questions concerning promotions, graduation, and class requirements. Often when a question has arisen concerning a party or the meaning of some notice, a pupil has raised his hand to say: "Shall I go ask Miss Rogers? She'll know." The fact that we have so few office-shy pupils is due largely to the cordial relations between the secretary and the pupils.

Confidence in the secretary is important in these days of more pupils and fewer teachers. Crowding the schools has increased the work and responsibility of the teachers. More complicated divisions, sections, and promotions weigh heavily on them. It is more difficult to compute grades when the classes increase in range of intelligence. Even greater time would be required in such mechanics if the office secretary refused to co-operate in the new situations brought about by the depression. But when the secretary does her part it is an encouragement to the teachers to fall gracefully in line.

Because we have confidence and respect for the girl in the office we have a better feeling toward the whole system. She somehow represents the powers that be, what with the rules and orders coming from her desk. When teachers are praised for standing by the school, don't forget the secretary who stands by the teachers.

# Eighteen Marks of An Educated Person

By CHARLES F. THWING
President Emeritus, Western Reserve University

First, adequate understanding.

Second, a will in which restraint and forcefulness are united.

Third, a sense of proportion.

Fourth, appreciation of conditions.

Fifth, intellectual hospitality.

Sixth, altruism.

CHARLES F. THWING

Seventh, a responsive heart.

Eighth, moral constructiveness.

Ninth, a religious nature and outlook.

Tenth, an open mind in distinction to a closed mind.

Eleventh, convictions well-reasoned yet inquisitive.

Twelfth, intellectual and moral steadiness united with progressiveness.

Thirteenth, easy use of good English or one's native tongue.

Fourteenth, power to earn one's living.

Fifteenth, appreciation of ordinary business obligations.

Sixteenth, acceptableness of manner, or unconscious influence of manners.

Seventeenth, courage.

Eighteenth, broad and deep interpretation of and devotion to public affairs.

# University Balance Sheets

By JOHN H. PRIME
Assistant Professor of Finance
New York University

*Financial reports of endowed institutions often conceal more than they reveal, this expert finds.*

A SURVEY of the annual financial reports of universities and colleges reveals a decided lack of uniformity and an inadequacy of information. Because of this condition many difficulties are encountered in studying the real condition of endowments. Increasing appeals to the public for endowment and increasing inquisitiveness on the part of prospective donors make a consideration of this condition expedient and necessary.

The fundamental purpose in issuing an annual financial report is to provide the trustees, alumni, officers, friends, and patrons of the institution with accurate information regarding its financial condition. Intentionally or unintentionally the effect of many reports is to conceal the situation rather than to disclose it. Although some reports attempt to interpret the financial statistics for the reader and to present a clear picture of the institution's financial condition, others make no attempt, simply saying: "The Treasurer makes the following report of the financial affairs of the Corporation for the year ending June 30, 1932."

The two most important parts of the annual financial report are the balance sheet and the income statement. The balance sheet is designed to indicate the financial condition of the institution at a specific date. It should show all the assets and liabilities properly classified and arranged in a manner which may be easily understood. The questions uppermost in the mind of one who seeks to determine the endowment condition of the institution are: What is the amount of endowment; in what kinds of real property or securities is it invested; and what cash, if any, remains to be invested?

The total amount of endowment may be found on the liability side of the balance sheet. Endowment is a liability because from the accounting standpoint it represents the amount which the institution has received from sources outside of itself and for which it is accountable. The form in which the endowment has been invested for the purpose of deriving income appears on the asset side of the balance sheet and is generally headed "investments."

Endowment funds may be invested in securities (bonds, stocks, mortgages) or in real estate. Investments of endowment funds should be entered on the books at cost or, if received as gifts, at market value at the date of gift, less proper amortization of securities or depreciation of real property. In this manner the funds can be fully and accurately accounted for. Endowment investments at cost plus endowment cash awaiting investment should always equal total of endowment. When securities are entered at par value it is difficult to account fully for endowment funds with the result that the equation mentioned above is not preserved. The amount of endowment, shown on the liability side of the balance sheet, should remain unchanged from year to year except as it may be augmented by additional gifts or profits realized from the sale of investments or diminished by losses incurred in disposing of them. Unfortunately, the balance sheets of many institutions do not show clearly the amount of endowments nor the form in which the endowment funds have been invested.

Endowment funds should be classified according to funds the income from which is available for general purposes (unrestricted endowment) and funds the income from which is designated for special purposes (restricted endowment). The investments of endowment funds should also be sub-divided to indicate those which are investments of unrestricted endowment and those which are investments of restricted endowment. There are very few institutions, however, which attempt to classify either endowment funds or investments.

The income statement is the least satisfactory part of the annual financial report. It should show the sources and the amount of income received by the institution. Especially should it show clearly the income derived from investment of the endowment funds. In very few instances does the income statement provide this information in a readily understandable manner.

The need for a greater degree of uniformity and more adequate information has been recognized for some time. In 1929 Arthur J. Klein, chief of higher education in the United States Office of Education, requested the associations of university and college business officers to set up a joint committee to study the possibilities of greater uniformity in the financial reports of institutions of higher education. The National Committee on Standard Reports for Institutions of Higher Education was organized in 1930, and secured financial assistance from the General Education Board. Its first bulletin was issued in September, 1930, and was entitled "A Study of Financial Reports of Universities and Col-

leges in the United States." This bulletin, covering an analysis of the financial reports of one hundred and fifty-six institutions, reported the absence of any reasonable uniformity in the published reports of the institutions, the lack of completeness in many reports, and the great need for a standard system of reporting financial facts.

In July, 1931, the committee issued a second bulletin entitled "Suggested Forms for Financial Reports of Colleges and Universities." This bulletin represented an effort to set up basic principles which should be followed in accounting and reporting in colleges and universities and forms of summary financial reports recommended for use in these institutions.

While there are no good reasons why individual institutions should not furnish more adequate information, uniformity of reports can be brought about only by concerted action.

If universities and colleges are to continue to appeal to the public for endowment they must be prepared to give an account of their stewardship, and in a form that permits rather than defies analysis and clear understanding.

---

# Developing Creative Work

By ADELAIDE V. FINCH

Principal, Dingley Normal Training School
Lewiston, Maine

LAST year our entire school carried on an interesting and successful experiment with "The Activity Program," in which subjects, as such, with the exception of arithmetic, were disregarded. This year we are using the traditional subject program, but I hope are not absolutely dominated by the subjects. We hope our experience with the "integrated" or "fusion" course on which the "large unit of work" is based, is modifying our treatment of the traditional subject course, energizing and transforming it to a certain degree. In fact, we are trying to have more creative work done by the children, and for several weeks this year we set apart Thursday afternoons for the development of this power. We have made but a beginning, but we hope it will result in the development of creative thinking and the desire to carry creative thinking into action.

It may be interesting to read the views of certain educators and teachers who have done pioneering work in developing the creative power in children. I have therefore quoted here from several authorities relative to this work.

*Creative Work at the Ethical Culture School, New York:—*

"The school should stimulate creative power. We do know that in schools where children are free to develop creatively, magical things seem to come without being taught. Even the much-debated 'Three R's' have unlimited creative possibilities. Nor need children's discoveries be really original, provided only they *are original to those concerned.* A group of little boys took a wooden box and made a boat house with a swinging door. They were working over this one day, when suddenly, wild with excitement, they called teacher and classmates to see an 'original discovery,' as they called it. Their 'original discovery' proved to be a simple cord and pulley attached to the door, so that they could move it up and down, but it was the *creative event* of the day to the whole class. Such a 'discovery' is as truly a child's creation as a story or a play, or what we narrowly call 'art work.' And all creative work of whatever type is colored and conditioned by environment, of which the teacher makes so large a part."

Certain activities are creative in a specific sense. The following are practical in all schools:—

1. Modeling in clay, soap, etc.
2. Making pictures.
3. Creative stories.
4. Creative music.
5. Booklets containing original work.
6. Plays.
7. The "Movie."
8. The Puppet Show.

*The Country Day School*

Caroline Pratt of the City and Country Day School has done remarkable work as a "progressive." Miss Pratt says: "We are not willing to be dominated or have the children dominated by subject matter. We wish them to form strong habits of research, and to use what they find."

In our own school we found the "habit of research" one of the best results obtained from our experiment. Never was the public library so actively used by our pupils; never were our own books so eagerly read.

*At the Lincoln Experimental School, Teachers College, Columbia University*

"Every child writes and paints and constructs. Most of the pupils at one time or another want to make a song.

"Building, painting, making

rhymes, reading, seeing beautiful things, understanding another civilization, all are reported in childish simplicity.

"The Creative Music Experiment has been tried for eight years at the Lincoln School, and is now being prepared for trials in public schools.

"Teacher-training courses have been given at Teachers College for preparation for these extended trials. A series of books to be used by the children are possibly now ready."

# A College of All Nations

By JANE GILBERT

Teacher of Social Studies
Lawrence School, Hewlett, L. I.

TEN minutes' walk from Elsinore, Copenhagen, and one arrives at the International People's College.

Physically, it consists of five simple buildings whose plainness is relieved by a lovely little park and an abundance of flowers. Here no luxuries are offered to the student, but the rooms are adequate for health and comfort, and the food, though plain, is clean and wholesome.

Intellectually it is manned by a small staff representing several nations. Lectures here are not superior in quality to those offered in many American universities.

"Why, then," one might ask, "should one be interested in 'The International'?" The answer lies in its spiritual values which transcend all else it has to offer.

This school is the expanding realization of the dream of Peter Manniche, a Dane, who during the World War conceived this plan to build a bridge between nations.

He has been fortunate in obtaining help from the English Quakers and also from university people of Oxford and Germany. The support from America is perhaps best represented by Miss Jane Addams.

In the spring of 1921 the school was begun in a very primitive way. The first students met in a stable; now the buildings compare favorably with those of any Danish folk high school.

This is an account of a vacation course which differs from necessity from the winter term.

When the writer arrived there in August of 1933 there were about one hundred fifty persons in attendance. One's first impression was that of confusion. Here were Danes, Norwegians, Swedes, English, Americans, Canadians, Indians, Japanese, Chinese, and Germans, housing, eating, studying and playing together. Where verbal language failed they reverted to ancient sign language.

Gradually out of apparent confusion one sensed order, but never did one find the organization and standardization upon which the American universities place such importance. At no time did any student discuss with me the translation into different languages of such words as credits nor degrees; and the absence of those strained-faced people whose whole educational lives are controlled by those words kept me always conscious that I was not attending a summer session of an American university.

The students were as heterogeneous in interests and ages as in nationalities. Among the professional people, such as librarians, teachers, nurses and journalists, there were many not actively engaged in any intellectual pursuit. One was surprised to find children accompanying their parents, and elderly people brought there by sons or daughters. Waiting on the lawn before class one might pass the time of day with a forward-looking boy of fifteen or with a sixty-five-year-old English woman, reminiscent of her rich experiences spent in the field of journalism.

What, then, is the principle or ideal which binds together a group of people so diversified in language, age, race, and experience? What unifies this institution which appears to run so systematically without apparent system?

It is this purpose of Herr Manniche to build up harmony between students of different creeds, nations, and classes. No "League of Nations" nor other outward framework for co-operation can be effective if the peoples entering it are filled with suspicion and hatred. Here is an opportunity to develop ethical attitudes, and pool experiences, with a hope of developing a new world where there is co-operation instead of competition and peace instead of conflict.

Lectures are given in social psychology, anthropology, international relationships and political pluralism. In their natural setting they acquire a new vitality and significance not experienced in the ordinary lecture hall.

On many days lectures were abandoned, and we were off to visit old castles, modern farms, and public institutions in both Denmark and Sweden. En route we exchanged lessons in our native tongues, discussed the customs and characteristics of our homelands, our national advantages and difficulties, or the larger problems confronting our world of today. Over the picnic lunch, our day was made merry by much singing of folk songs from all nations.

It is fitting that serene little Denmark, neutral during the

World War, and centrally located, should offer this opportunity.

To the impatient American mind, this method of building for world peace may seem too slow to be practical; to one who has attended the International there grows the assurance that this development of appreciation and broad-minded tolerance among nationalities is of fundamental value.

# Heads, Hands and Haste

By GARRY CLEVELAND MYERS

I HAVE visited in classrooms in many of the larger cities, from coast to coast, and have found the common practice of hand-raising practically everywhere. One highly gratifying fact, however, I have found: the practice seldom appears in classes while creative projects are in progress, or where emphasis is placed on individual instruction.

Inasmuch as creative learning in sections of certain cities has almost reached the epidemic stage, and individual and small-group teaching has reached a rapid growth, we might assume that this barbaric practice of hand-raising will gradually disappear —and along with it the still more disastrous ways of stop-watch teaching.

About the latter I am not so optimistic. Literally it is a rage, particularly in the intermediate grades, and it is creeping upward into the high school. Even in schools where creative units reign there is in places considerable torturing of children by timed drills. It happens in this way. The teacher and her children are absorbed in a certain creative project. Whereas she had planned to have it finished in two or three weeks, three or four have passed with spelling words awaiting to be learned and number skills to be acquired. Almost in panic, the teacher sets her children at these skills—the same children who leisurely and joyously had been drawing, painting, building and gathering information from wide sources. Now they must drill against the watch.

Some of the children make a miserable mess of it. Their

GARRY C. MYERS

errors pile up and their time is slow. She and they become discouraged with the progress. Putting on more pressure, she rushes them repeatedly through the very items in which they had so often failed, hoping that in some mysterious way their errors might drop out and speed increase. Although their speed does probably improve a little, the errors often remain to haunt them in their dreams.

If you don't believe that children, even bright children, are suffering emotionally and mentally, some actual nervous wrecks, because their time in arithmetic is not satisfactory, talk to any group of intelligent parents assembled in practically any Parent-Teacher Association in this country or read letters from them. Then you'll have no doubts.

Despite these facts, I still believe creative education and individual instruction are going to be the means of saving our children, at least our grandchildren, from being wholly wrecked by the modern classroom hurrying. There's something about creative work which induces poise and leisurely attitude. And when any teacher turns her attention to her pupils as individual personalities, she tends to take their feelings into account. Maybe we expect progress in good mental hygiene to come more rapidly than it can.

Back to raising hands. Put yourself in the place of a pupil rising to recite. If you pause to complete a breath or take a second one, if you consume time enough to think an answer through before expressing it, up will go the hands of most of your classmates. Each student waving, wishes you might fail and fall so that on your body he might rise to glory. Nothing altruistic about this! The hand-waving classmate is wholly selfish, as a rule. "Me, call on me!" is his attitude. How do you feel then? Not so comfortable. Your attention is diverted from the point you had attempted to discuss or the answer you had tried to make; diverted from the question asked to the other children—what they may be thinking of you—how long you can last, or to your own feelings indescribable.

When we teachers are wiser we shall make it clear to the class that when any pupil is attempting to recite no other child will be allowed to make himself a social nuisance, that he must then keep his hands down and sit still—must, in short, be reasonably mannerly.

# Glimpses of European Schools

By J. ASBURY PITMAN
President, State Teachers College
Salem, Massachusetts

*More about those of*
## *England*

THE organization of the English Board Schools, the private schools and the universities is probably too well known to American educators to require extended comment. This article, therefore, will be limited to a brief description of typical schools in these different fields which I had an opportunity to visit.

Bedales School at Petersfield was founded nearly forty years ago by its present owner and director, Mr. Badley, who was a pioneer in the field of progressive education. His departure from the traditional curriculum was severely criticized, but he has kept steadily upon his course and during the entire period he has maintained a rational and yet thoroughly progressive course of instruction.

The children in the elementary school are taught in very small classes in which there is a large amount of individual freedom. Much attention is given to creative drawing and color work and to various forms of handwork, including household arts. Girls as well as boys are engaged in various forms of wood-working and they seem to be equally interested and efficient. Weaving is a prominent occupation. There is but little printing, but more attention is given to pottery than in any other school I have ever seen. Little children use the potter's wheel very skillfully, and they seem equally efficient in doing the firing. Some attention is given to animal husbandry and to gardening, but not nearly so much as at the Decroly School in Brussels. Nowhere have I seen such superior handwork done by young children. They are at least two or three years in advance of average children; and their general education seems to have kept pace with their handwork.

Although there is no printed course of study, there is evidence everywhere of a strong central purpose and of definite aims in every year's work. The course is under constant revision, and individual teachers have a large amount of freedom in its interpretation. Nearly all of the teachers received their preparation for the university in the secondary school, and some of them began their education there in the elementary school.

Mr. Badley told me that the domination of the university, there as here, interfered seriously with his work in the secondary school; but he emphasizes, as he must, the essential academic requirements, and largely in consequence of the fact that it is a boarding school in which a long day is possible, he finds time for a large amount of educational experience for his pupils which greatly enriches their lives. The school is regarded as one of the best preparatory schools in England.

Bedales is unquestionably the best progressive school that I saw in Europe; and in my judgment, it is rendering its greatest service in setting rational standards in progressive education everywhere.

W. H. McHaffie has recently been promoted to the position of headmaster of the Regents Park Central School, which is one of the largest, most important, and most modern schools in London. This brings him into close relationship with a group of relatively poor children who must become self-supporting at an early age.

These conditions naturally determine the organization of the school and the character of the instruction. The organization includes a nursery school for children up to five plus, infant school up to seven plus, and a junior school up to eleven plus years of age. Above these ages, bright children who have taken technical or commercial courses may take "leaving" examinations at the age of fourteen; those who have superior ability and wish to prepare for the university may continue a cultural course to the age of eighteen years. It will thus be seen that there are here the essentials of the junior high school.

In the commercial department the pupils may study shorthand for as long a period as three years. There is no thought of making this work educational—it is frankly vocational.

The household arts department was well equipped. The children find practical experience in preparing a very substantial meal for the school restaurant daily, all of the work being done by the girls under the direction of the teacher.

The manual arts are taught in a "centre" located at this particular school. It also meets the needs of the boys of two other districts who come to the centre for long periods of work twice a week. Here, too, the work is as practical as it is possible to make it. The instructor has had no professional training, but he is distinctly a craftsman; and his methods are those of a master

craftsman dealing with his apprentices.

The buildings in which this school is housed are among the most modern in London, but they are altogether inferior to even average buildings in our own cities and even in our smaller towns. I have described this school because it is typical, but it is probably well above the average in general efficiency.

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The Murray Hill Training School is a typical English Normal School and is the largest and probably the most efficient of any of the teacher-training institutions which are conducted under the auspices of the Board of Education. The standards both for admission and within the school have been raised materially within recent years and the course has been prolonged to three years with adequate provision for observation and practice. Students who are admitted to similar institutions and to the university departments of education are awarded government grants usually of twenty pounds per annum from which they are required to pay a nominal tuition fee and to provide their books and other necessary expenses. Although Mr. Fisher is no longer connected with the Board of Education, his influence is apparent everywhere in the Board schools and in the teacher-training institutions. For the "Fisher Bill" unquestionably gave a tremendous impetus to public education throughout the British Isles.

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In Cambridge, connected with the University, one directly, the other indirectly, are two teacher-training institutions—the Training College for Schoolmasters and the Cambridge Training College for Women. Both offer graduate courses of one year each to students who have already earned the bachelor's degree, which may be accomplished in three years above the secondary school.

Both have taken advantage of the over-production of trained teachers and reduced their quotas and raised their standards accordingly.

In both of these institutions there are intensive courses in psychology, theory, general methods, and in certain special methods. The men have twelve weeks of supervised practice—the women, somewhat less—in selected schools in a wide range of territory.

Here at Cambridge, as elsewhere, I found a strong spirit of opposition to a connection between the matter and the method of instruction. There is no such thing as "professionalized subject-matter." And it seems strangely inconsistent to find that many of the books on education in use are products of professors in and graduates of Teachers College, Columbia University!

At Cambridge and Oxford, and in the other lesser universities of England and Scotland, the ancient doctrine of mental discipline still lives; and as a corollary it almost seems to be taken for granted, as by the Boston schoolmasters in the old war against the early normal schools, that anybody who has himself acquired knowledge, by virtue of that fact possesses the power to impart it. And, more unfortunate still, the conception of education seems to extend little beyond the acquisition of knowledge, in actual practice.

Professor Fox, the director of the Cambridge Training College for Men, is intensely interested in intelligence and professional aptitude tests which he considers of fundamental importance but feels that they are still inadequate and unreliable. Through him it was my good fortune to have a conference with Mr. Rogers of the International Institute of Psychology in London, who is a specialist in aptitude tests for teaching, which, by the way, have not been carried nearly so far as industrial and other professional aptitude tests. He gave me such bases for vocational guidance in this field as they have developed, to which I need only refer in these notes.

Both he and Director Fox of Cambridge were greatly interested in our scheme of securing a consensus of faculty opinion concerning applicants for admission to the teachers' colleges of Massachusetts, apparently believing that the estimates of personal characteristics by secondary school teachers are reasonably reliable.

The University of London Institute of Education is the present name of the old London Day Training College, which was for many years under the direction of Sir John Adams. Sir Percy Nunn, who was associated with him, succeeds him as principal. Both have been conspicuous leaders in teacher training in England.

A large majority of the students, of whom there are about two hundred fifty, are enrolled in the four-year course. This means that, as candidates for either a bachelor's degree in arts or science, they may enroll in any one of nine affiliated colleges, after which, in a year of intensive professional work, they may earn the teacher's diploma. The one-year course is identical with the last year of the four-year course. They may come from any other approved university, but they must have taken first or second honors in their final examinations for their degree.

The students impressed me as being the equals of those in our best American normal schools and teachers colleges. A fine professional atmosphere is felt throughout the school.

The Departments of Education of the Universities of Birmingham and Liverpool are doing conspicuous work. Because of the over-production of trained teachers, their standards have

(Continued on Page 352)

# *The Problem Box*

## Conducted by DR. AUGUSTUS O. THOMAS

### *The Non-Bookish Boy*

**QUESTION—I have had my attention called to your page in the Journal by the principal of our school with whom I have talked. I am not a teacher. A couple of years ago I took a lad into my home after his father died, and am having some trouble to get him interested in his studies. He is not a bad boy but he likes to tinker around better than to go to school. He says the school does not interest him. He has just made an automobile out of old parts, and is now working on an airplane. How can I get him interested in school?**

*Answer*—I am very glad to have you write me about this boy. I am much interested in him and the type he represents. This question troubles many parents, but to my mind you should be very hopeful of him. He may not have arithmetic, history, and geography sense, but he has automobile sense (which is as valuable). Your problem is to get him to see the relations between the things he likes to do and the lessons he gets in school. He is the creative type and has initiative which should be used to advantage. Perhaps he would be interested in a study of the internal combustion engine or some phase connected with his automobile or he may be interested in heavier-than-air machines. This should be the starting point of his interest in school. In order to make any headway in his line he must have a scientific knowledge of the subject. He can get these best in school. Get him into the industrial and related forms of education, chemistry and physics. His case should be carefully diagnosed by the school faculty, and a plan of practical work with a bearing on his special interest laid out for him. The world needs his kind as much as it needs the more scholarly type. Don't get discouraged. All boys are more or less problems in some particular. Making an automobile should be about as valuable as digging Latin roots, or extracting square root.

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### *Political Issues*

**QUESTION—My teachers tell me that pupils insist on discussing the issues of the present administration, and ask me whether to allow free discussions of political questions in regular classes. What do you think we should do about it?**

*Answer*—By all means encourage your teachers to have discussions by classes. It is the most effective means of teaching good citizenship. We live under a political or party form of government. In normal times there should be the freest discussion of the questions before the country, and especially before Congress. If students can become interested in what is going on in the way of discussions of political questions the teacher is in a fair way to do some real constructive teaching of citizenship. The students should be taught first of all that politics is personal, like religion, and every one should be allowed to make up his own mind on great issues. Any person who believes an issue should be disposed of in a certain way is derelict in his duties as a citizen if he fails to assist in its promotion. I believe it is the school's duty to study the various elements of the present administration, but it should be done from a patriotic and not from a partisan basis. A part of a teacher's duty is to train her pupils in liberality and fairness; to meet issues squarely and in the manner of a person in search of the right way to handle these vital questions. Under the present circumstances the problems of government should be studied sympathetically. Our teachers have done a pretty good job of teaching the spirit, but have not been able to do so well in the mechanics of citizenship.

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### *The Unit Room Plan*

**QUESTION—I am a young superintendent and have much to learn. I have had a great deal of theory but little practice. We are trying to work out economies in organization of our school that we may release funds for improving our staff of teachers. In my reading I came across the term, "unit room plan." Will you please give me, either through direct correspondence or your page in the Journal of Education, just what that plan is?**

*Answer*—The "unit room plan" is an attempt to make an arrangement of the floor space to better advantage. Suppose there are but two rooms for eighty pupils, forty to the room. Instead of having the usual two rooms the space is divided into two small rooms suitable for recitation and one much larger room. The regular academic work goes on in the small recitation rooms with about twenty pupils each while the other forty are working on activities or projects in the larger room. It may be called a modification of the platoon system, which is a device for caring for more pupils to better advantage. This places two or three grades or classes on a sort of departmental plan, the work in the "activities room" must correlate with the work of the classrooms. This type of organization is found in many places. Perhaps the work at Highland Park, Michigan, is among the best known.

# EDITORIALS

## Friends Outnumber Foes

ENOUGH has been said, perchance, about those citizens who, because their own children are in private schools, either take no interest in public education or become hostile to it, endeavoring at every turn to reduce school taxes.

Enough has been said, likewise, about citizens who have no children at all and are therefore supposed to be indifferent to public education or ready to curtail it.

There are multitudes of public-spirited citizens, many of them in every community, who show themselves staunch friends of public education and the tax-supported schools, despite the fact that they either have no children to send to school or, for one reason or another, have entrusted their children to private schools.

Public education would go down in failure and defeat, were it not for its unnumbered host of friends who have no children whatsoever in the public schools, yet are interested to the point of willingness to pay their necessary shares of taxes, or even—as many of them do—to serve voluntarily and without pay on boards of education. Such citizens are awake to the fact that public education, in a democracy, is a concern of ALL the people; the more privileged and enlightened the citizen, the more he has at stake in the enterprise of moulding a citizenry capable of self-control and self-government.

When school people feel discouraged let them start to count education's friends who lack any immediate selfish reason for being friends and take courage.

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## Reds in the Schools

COMMUNISM no doubt presents a real problem in some localities in the United States. Otherwise we should not see school boards passing resolutions requiring teachers and pupils to recite the flag oath—as in Boston; or superintendents making public statements of their policy—as Superintendent Harold Campbell of New York has done recently.

The New York superintendent puts the matter squarely. He declares himself to be liberal and progressive in spirit, yet old fashioned enough still to believe in the Constitution of the United States —under which the public schools exist.

"Upon their appointment all of our teachers took an oath to support the Constitution," declares Superintendent Campbell. "If there be any among them who now regret this . . . let them retract their oath and withdraw from the service. The Constitution provides an orderly method by which it may be amended, and, therefore, allegiance to it prohibits no one from seeking changes through these orderly processes. . . . As far as I know the number of communist students is infinitesimally small and is confined to a few in two or three schools."

"If these students cannot conduct themselves as ladies and gentlemen; if they do not obey the rules of the school, or if they insist upon bringing political activity into the schools, they may not remain as students. . . . We must do our best to teach these students the advantages of our form of government, the rights they enjoy under it and the duties which they owe to their fellowmen and to their government."

The New York superintendent speaks sensibly and in a manner to clarify the thinking of other Americans, many of whom may have wondered just how communism in the schools should be met. The problem is not one of alarming proportions. But a noisy minority can become an insufferable nuisance.

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## The New Discipline

DISCIPLINE no longer is a fetish or a boast. Talk with almost any modern schoolman about discipline and these three points will become clear:—

First—that the schoolmaster who has acquired more of human understanding with the years begins to realize that rules should be few and that the right spirit in the school matters much more than the knowledge that one's orders are being obeyed or transgressors punished.

Second—that discipline has a purely negative value to the young teacher. It is something he or she must not lack; though to have it in excess is probably not to have it at all.

Third—that there has been an immense advance in standards of schoolroom conduct since the time when the schoolmaster had to demonstrate his ability to dominate the school bully before the business of the school could go forward.

# *Makers of Better Schools*

JOSEPH C. BROWN has been superintendent at Pelham, New York, for the past five years. He went to Pelham from the presidency of State Teachers College at De Kalb, Illinois. He is the Brown whose name you see on various textbooks in mathematics, arithmetics especially. He wrote a report for the U. S. Office of Education on mathematical curricula in foreign countries. He is a past president of the Normal School and Teachers College department of the National Education Association, and has held other positions of distinction. He has delivered addresses in nearly enough states to ratify an amendment to the Constitution, though that was not his theme, presumably.

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ERIK A. ANDERSEN, as deputy superintendent at Providence, is right hand man to Superintendent Stoddard, and has helped greatly in bringing to pass the splendid system of schools achieved in that important city. Mr. Andersen was born in Boston and holds a master's degree from Boston University. He also began his teaching at Mechanic Arts High School of Boston. But his major activities thus far have been in Providence, where he has developed various phases of educational work, notably physical and vocational education, and was in direct charge of the building program which gave to the Rhode Island capital a modern plant, designed and equipped for efficiency. Specially interested in boys and girls is Deputy Andersen, and you will find him identified with Scouts, Y. M. C. A. and Junior Achievement, as well as other juvenile and civic groups. Incidentally, he organized the Providence Trade School—which has made a lot of pupils unwilling to trade school for hookey.

**MISS JESSIE GRAY**

*President of the National Education Association, which meets in Washington, June 30 to July 6, with addresses by Newton D. Baker, Robert M. Hutchins, and many other thoughtful Americans. A special broadcast from Admiral Byrd in the Antarctic has been arranged.*

A. O. BOWDEN is head of the State Teachers College at Silver City, New Mexico, a post he has occupied since 1922. A lover of trees, men, and children. President Bowden leads a rich, full life. He likes to teach. His articles in educational magazines are numerous and helpful. He is a clear and independent thinker and believes in freedom of thought for others as well as himself. New Mexico has many excellent teachers. Part of the credit belongs to Bowden.

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CARTER ALEXANDER holds the first chair of books at Teachers College, Columbia, where he is library professor. He has been a pioneer in educational administration. He was first principal of University of Missouri High School; first professor of educational administration there; first professor of the same subject at George Peabody College for Teachers. He has been called upon to conduct many inquiries into school finance. He has taught four summers at University of Chicago; two at University of Texas. He has written numerous books and pamphlets on his specialties, including the finance sections of numerous school survey reports.

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HOWARD L. BRIGGS, as supervisor of industrial training at Knoxville and one of the most active experts in trade training in the mid-continent, has been enlisted for important service in the Tennessee Valley Authority. He is developing the trade training program connected with that large-scale project of the federal government. He is a student of social and economic problems, notably the effects of technological changes upon employment. His eleven years as director of vocational education at Cleveland, prior to 1933, were marked by such creations as the Cleveland plan for apprenticeship training and the "Guild Shop" idea for elementary handwork classes. He has organized vocational training work from Texas to Michigan. He was born in Boston, and did his first teaching at New Bedford, Massachusetts.

## Winshipisms

**"No teacher ever acquired respect from his pupils by insisting upon it."**

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**"Theory should fit deeds as harmony fits words."**

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**"The safety of the state requires the best work of the best teachers, with the best surroundings."**

•

**"Pay a premium, always, upon a sense of humor."**

# BOOK TABLE

## For Better Stenographers

MODERN GRADED DICTATION. By Sadie Krupp Newman, Instructor, St. John's University, Brooklyn, New York. Boston, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

While it is often said that "Practice makes perfect," yet to make perfect the student's command of stenography necessitates careful grading of exercises and—if the student is to be more than an unthinking automaton—some attention to the understanding of what is practiced.

"Modern Graded Dictation" proceeds systematically from brief, simple exercises based on the thousand commonest words to materials of greater length and difficulty. Exercises have evidently been chosen for practical reasons from hundreds of different businesses or subjects. And, in order to make the student content-conscious, he is always asked some searching question about the meaning of the message he has just transcribed.

The word count is constantly indicated for the convenience of the instructor in dictating and timing.

One chapter is composed entirely of materials taken from examinations of the New York State Regents, in stenography.

Plates showing models of stenographic notes are plentifully provided. These models are clean cut and excellent.

A comprehensive stenographic dictionary is included.

It is an altogether attractive and well arranged textbook of a sort which should equip young stenographers with much needful insight into their duties, as well as mechanical proficiency in taking dictation.

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## The Why of Business

EVERYDAY ECONOMICS. By Cornelius C. Janzen, State Teachers College, Milwaukee, Wisconsin; Orlando W. Stephenson, School of Education, University of Michigan. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett & Company.

"Everyday Economics" is true to its name. It brings ecomonics down from the clouds of abstract theorization to the concrete affairs of daily living. Theory is neither obscured nor slighted by this handling.

Like other admirable texts of 1934 vintage, this one aims directly at the pupil of a certain age level, and takes into account his probable interests and degree of intelligence.

Although the authors have followed traditional outlines of the science, and have apparently no axe to grind, there is no sign of smug satisfaction with our economic situation as thus far evolved. The student is led to weigh forces and conditions and to consider possible pathways to improvement.

The questions are numerous and stimulating, as are the notebook problems and other accessories for the pupil's self-development in the economic field. Charts, graphs and photographs are provided as often as the printed type text seems to require.

A book that gets down to business—and really clarifies the meaning of business operations so that the student of high school age can know what it is all about; a book, too, which should break down "learning resistance" by its well planned approach. Such is this revised-to-date edition of Janzen and Stephenson's "Everyday Economics."

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## "Trumpets West"

Reviewed by J. W. STUDEBAKER
Superintendent of Schools, Des Moines, Iowa
Newly appointed U. S. Commissioner of Education

"Trumpets West," Elmer T. Peterson's saga of three generations of a Swedish family in America, starts with the immigrant, Eric Andreen, as he lands at New York in the days when five and six-story buildings were stared at because they were so magnificently tall.

We travel with Eric to a point west of Galesburg beyond which railroads had not then penetrated, and later we experience with him and his family the hardships of early days in Iowa.

In 1882, about thirty years after the landing of Eric in New York, his boy-child, Sigurd, is born, and from this time on, most of the story centres in him.

Sigurd leaves the farm, attends Drake University and C.C.C.C., and at the age of twenty-one, armed with a short course "business certificate, twelve dollars in cash, three boxes of books, an old cornet and a worn outfit of clothing," he hears the clarion call to push westward to Kansas, where bankers had a way of doubling their money, or so he had heard.

Then comes a rehearsal of how somewhat regretfully Sigurd becomes a part of Salem Centre, Kansas, and later we read also the story of the parentage of Ruth Ann whom he marries, and the chronicle of their life together.

Doland, the son of Sigurd, brings us to the trumpet note of today, as we watch him take off on a trans-Pacific flight, signalizing once more man's desire to conquer the unknown.

That is the thread of the story.

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"Trumpets West" should interest educators in several different ways—for its truthful pictures of pioneer life in the Middle West, for its bits of homely wisdom, and because of its unique style.

Each section of the tale presents some phase of the drama of the home-seeking, land-hungry, adventure-daring frontiersmen of the last three-quarters of a century.

For those who care to see with the eyes of children there are precious imaginings as, for example, the "Camel Tree" (p. 25); the description of the teeming life of the barnyard and its subtle effect on a child (pp. 30-36); the district school in the days of McGuffey's Readers (p. 28); a Columbus Day school pageant with its typical would-be patriotism (pp. 28-29); and the sophisticate who enlightens Sigurd as to "city life, perfessors, and geos-kuppy" and that mysterious world just outside his vision (pp. 63-68).

We are reminded of how man tends to sentimentalize about things that happened before his time and fails to see the significance of current happenings. We are shown how we tend to dramatize crime and gun-play because the public "has to have its fairy tales." A consistent plea is made for more sincere architecture in these United States.

The book gives interesting information concerning the ways of birds, and beasts, and growing things, and abounds in choice comparisons.

The epic quality of this tale is attained largely through its musical setting. First comes an overture which pictures primordial man emerging in the first migration. This overture is paired with a pastorale which introduces Eric, the immigrant. One symphonic movement after another is introduced. Then the finale which is keyed to the ever-insistent sol-do notes of "trumpets west."

Through these musical analogies one is led to stand afar off and glimpse how individuals are caught in the currents of family and community life, and at the same time caught unknowingly in the sweep of the century and the slow march of the human race. To plan and write this book was an ambitious undertaking.

# ....*News* OF THE SCHOOL WORLD

## Payless Days Fixed

### New York Teachers Assigned Furloughs

NEW YORK.—The Board of Education, at a special meeting, adopted resolutions imposing upon 36,494 employes of the school system provisions of the Moffat payless furlough bill which became law with the signature of Governor Lehman recently. The schedule for furloughs adopted by the board covers the period from June 30 to November 30. As no employe will leave his post in actual furlough, the plan virtually is a pay cut, ranging from 2 per cent to 8 1-3 per cent. There will be reductions on six pay checks, the first cut being effective on June 30 on checks for July and August. The reduction in salaries will save $5,270,000. The cuts range from 2 per cent on salaries of $1,201 to $1,500, to 8 1-3 per cent on salaries of $6,001 and over. The greatest number of employes are in the $2,500 to $4,500 groups, representing $87,000,000 of the total school payroll.

## Obeys Impulse

BABYLON, L. I.—William O'Donnell, fourteen years old, a student at Babylon High School, jumped recently from a third floor school window at which he was sitting with a classmate. "I don't know why I did it," he said when picked up from the lawn, "but I knew I was going to jump and I did." He was taken to a hospital, where it was found that he had broken a leg and a wrist.

## Adult Education

BOSTON.—James A. Moyer, president of the National Commission on the Enrichment of Adult Life and State Director of University Extension in Massachusets, will preside at a joint conference of the National Commission on the Enrichment of Adult Life and the Department of Adult Education, N. E. A., on Tuesday, July 3, at 2.30 p.m., in the auditorium of the U. S. Chamber of Commerce building, Washington, D.C. Speakers include William John Cooper, Arthur Morgan, Joy Elmer Morgan and Robert C. Deming. The Department of Adult Education of the N. E. A. will also have conferences July 2 and July 4. The principal address at the July 2 session will be delivered by James E. Russell, dean emeritus of Teachers College, Columbia.

## Normal School Reform Urged; Should Fit for New Social Order

NEW YORK.—A reform of normal schools and teachers' colleges to meet the need for a competent profession of social science teaching is recommended by the Social Studies Commission of the American Historical Association. The commission indicated that the era of laissez faire is giving way to a new era of collectivism and that education must prepare the coming generation to take part in the new society.

The commission proposes in the field of teacher training: "(a) a drastic curtailment in the number of courses—often thin, arid and duplicating—offered in the principles and methods of education; (b) an insistence that persons engaged in training teachers in various branches of learning shall, first of all, be competent scholars in these fields; (c) the abandonment of the conception of a distinct "science of education" and the reunion of education with the great streams of human knowledge, thought and aspiration—empirical, ethical and aesthetic.

"These proposals imply further that the old division between colleges and universities, on the one side, and normal schools and teachers' colleges, on the other, must be abolished, and the two institutions of thought and training united. The weaker normal schools and teachers' colleges should be closed, while the remainder should become centres, not of pedagogy as traditionally conceived, but of knowledge and thought devoted to the organization and conduct of education as a focal point in the evolution of culture."

## To Meet Rules

### Ashland College Hopes To Re-enter Association

ASHLAND, O. — Ashland College, fighting for reinstatement in the North Central Association of Colleges and Secondary Schools, expects recognition again by that group by March, 1935, according to Dr. Edwin E. Jacobs, college president. The institution was one of the seven schools of higher learning recently deleted from the association's accredited list. Ashland was dropped, according to the report, because of insufficient faculty and insufficient training of faculty members. Dr. Jacobs pointed out that steps already were being taken to remedy asserted faults. He said that two faculty members who nearly have completed their requirements will have doctors' degrees by fall. Persons in the city of Ashland, one of the wealthiest smaller cities of northern Ohio, will be asked to contribute $5,000 to a fund for maintaining an enlarged faculty, the president added.

## Comprehensive Tests

### Designed to Keep Students in College

MADISON, N. J.—The faculty of Brothers College, Drew University, has been experimenting with a new type of examination based on interpretation of data rather than memorization. The comprehensive examination, as it is called, is designed to help students stay in school, according to Ayres Brown, president of the university. Dean Frank G. Lankard and Professor Norman M. Guy are in charge of working out the details of the tests. "For a long time most college professors have been in the habit of laying chief emphasis upon knowledge of a series of facts, whereas the Brothers College faculty has decided that the interpretation of data is of more importance than its memorization," F. Taylor Jones, registrar of the university, said. "They lay much stress upon an acquaintance with books, the reservoirs from which factual data may be drawn, and the permanent records of man's attempt to describe, classify, and interpret the results of his observations. Even more weight is given to the growing interest on the part of the student in the meaning of his life and to his first attempts to approach the study of the contemporary world along sound and scholarly lines."

## Run Own Dormitory

BURLINGTON, Vt.—The co-operative dormitory plan for women students has spread to the University of Vermont, at least for an experimental period. Young women who are financially unable to pay much for board and room, but whose scholastic standing is satisfactory, will have the opportunity next fall of living in one of the university dormitory units where they will get their own meals and share the greatly reduced expense.

# Today's Frills May Become Core of Education Tomorrow

BROOKLYN, N. Y. — Educational innovations should be kept and used just as radios, automobiles and other mechanical "fads and frills" are kept and used, Harry Blickstein, principal of Public School 44, at Rockaway, Queens, told delegates to the fifty-eighth convention of the Long Island Federation of Women's Clubs at the Hotel St. George here.

Defending the much discussed "extras" being taught in schools today, he expressed the conviction that these "will in time become the core of education, around which the tool subjects (Latin, algebra, etc.) will be merely the accessories."

"Our problem today," he said, "is to adjust ourselves to the younger generation and help youth to shift from external to internal authority. This is not a period of training, but a period of living."

He urged progressive thinking, saying that people should be educated to follow the trend of events and customs and to live for the future rather than for the past.

"You can't operate a radio mind with a stage coach outfit," he added. "We want to keep moving in order to keep our balance." He said, however, that people should look backward from time to time, in order to gain a comprehensive view of the present and the future, and advocated that "we take with us some of the more sturdy ideas of the past."

## Co-eds Well Groomed

BOSTON. — Standards of grooming at a co-educational college differ greatly from those at a woman's, Miss Elizabeth Macdonald Osborne, consultant on personal appearance, declared here in a talk at the Women's City Club.

The majority of those who attend the latter pride themselves on looking a bit sloppy during the week, and trying to look very well-groomed over the week-end. A transition difficult to achieve. The co-ed, on the other hand, tries to look as well as possible every day, lavishly going in for freshly laundered pique collars and the like to impress the men in her classes. This is excellent training for later life, Miss Osborne stated.

Girls at a college near Chicago impressed the consultant as being the most beautifully dressed and beautifully mannered. She refers the girls to art museums, if they are looking for suggestions in the use of intense or subtle colors. She also pointed out that posture is more important than proportion.

## Plea Repeated

### Boston Mayor Asks For Pay Contributions

BOSTON.—Another appeal to school teachers to make a pay contribution was issued by Mayor Frederick W. Mansfield after he said he had been informed that a number of teachers had protested that they had never been asked to come to the assistance of the city. The mayor said in part: "If all of the school teachers have not had an opportunity either to accept or reject the proposal which I made, I think they should have that opportunity, and if after consideration they decide to accept it, I shall be very thankful indeed for their co-operation and for their contributions. I am aware, of course, that the teachers originally did agree to contribute voluntarily a portion of their salary. The emergency that confronts the city now is far more serious than that which induced them to contribute at that time. I hope that they will again show their patriotism and sense of civic duty by contributing again." School department employes, including teachers, have been receiving pay cuts averaging 5 to 15 per cent., according to salaries, since April, 1933, and made contributions for two years before that. The mayor's contribution proposal would be in addition to these pay cuts.

PRESIDENT E. E. OBERHOLTZER

*His meeting of the Department of Superintendence, N. E. A., will be held February 23 to 28, 1935, at Atlantic City, New Jersey.*

## Luxury in College

### Too Much of It, Says Justice Brandeis

NEW HAVEN, Conn. — Justice Louis Brandeis said in The Yale Daily News recently that college life is too luxurious and that too much money is wasted upon college students which might go to relieving social distress. He said: "Judging from the universities I have visited I think that most undergraduates learn to live much too luxuriously in college. There are so many people in dire need that it seems a shame to waste so much on college students. If you want to go into public life become acquainted with the members of your local political organization. Be careful what candidates you back and show an interest in your party. Every one should plan out his life fifty years in advance. Looking ahead is one of the most essential factors for success."

## Spanking Returns

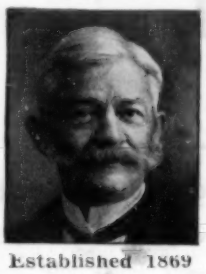
### Newton Restores Corporal Punishment

NEWTON. — Corporal punishment may be horribly old-fashioned, in the words of Mrs. Kate C. S. Cornell, of the Newton School Committee, but unfortunately for the pupils of the Newton schools, a majority of the members of the committee are reactionary. They voted to strike out a recent rule prohibiting corporal punishment, with the admission that it was necessary in occasional extreme cases. The rule now permits teachers to maintain discipline by reasonable and proper means. Superintendent John Lund, who is not a member of the committee, recalled that when he was a schoolboy his ambition was to be a member of a select club composed of fellow students who had been flogged. When at last the teacher gave him a beating for a fault, he said, he ran two miles to announce triumphantly that he was eligible for club membership.

## Best Student

### Girl in Hospital Named Valedictorian

HOLLIS, Okla.—Studying by correspondence in a hospital bed at Dallas, Texas, Jane Anne Slaughter, fourteen-year-old daughter of Mr. and Mrs. E. M. Slaughter, attained the distinction of being picked the valedictorian of her junior high school graduating class here. She was so honored at the commencement. Dallas surgeons have been treating Miss Slaughter for a crushed vertebra suffered last August in Chicago in a traffic accident. The invalid student attained a class average of ninety-five during her stay in the hospital.



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## Parents at Fault

### Shown From Study of 100 Problem Children

ROCHESTER, N. Y. — Treat the parents, not the child, in problem cases, This would seem to be the lesson learned from a study of the success of child guidance clinic treatment in 100 cases. The study was reported by Dr. Ruth M. Hubbard and Mrs. Christine F. Adams of the Child Guidance Clinic, Strong Memorial Hospital, Rochester, New York, at a recent meeting of the American Orthopsychiatric Association. They found that the fault of the children's problem behavior was more frequently in parental attitudes and insight and that success was quite directly proportional to the amount of treatment directed toward the parents rather than to the amount of treatment directed toward the children. The four most important factors in predicting success in the treatment of the 100 cases studied were: Co-operation of parents during treatment; degree of initial maladjustment; economic status and initial contact between clinic and family.

## Minors Get Loans

### F. C. A. Permits Production Loans

WASHINGTON.—Boys enrolled in vocational agriculture courses in 5,300 rural high schools in the United States who are still minors may obtain loans from production credit associations for financing farm projects, under a co-operative plan worked out by the Farm Credit Administration and the agricultural service of the Federal Office of Education. Under the Smith-Hughes law, through which Federal assistance is extended to vocational education programs in the various States, farm boys who enroll for vocational agriculture courses are required to undertake supervised farm practice. To start their projects, which are conducted on the home farm under the supervision of the agricultural teacher, pupils frequently find it necessary to have a flock of chickens, some cattle, seed, fertilizer, or similar supplies necessary for the proper handling of these projects. It is to furnish funds for outlays of this character that production credit loans have been arranged.

## Log Schools Back

SAN FRANCISCO. — Log schoolhouses, once citadels of educational pioneering in the United States, are back—scattered throughout the forests of the Far West, says an Associated Press dispatch from San Francisco. These crude schoolhouses, built in Civilian Conservation Corps camps, where studying by firelight is again the fashion, are being watched with interest by educators, Ninth Corps Area headquarters of the United States Army reports.


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## *Glimpses of European Schools*

(Continued from Page 344)

been raised materially and quotas have been established so that the students who are admitted are outstanding in their preparation and professional aptitude so far as this may be determined in advance. At Birmingham only 10 per cent. of the applicants for admission are received. The selective process is based largely upon the academic standing of applicants, and the need of professional aptitude tests is felt very keenly. At Liverpool I found Director Campagnac engaged in the difficult task of interviewing some four hundred men who were applicants for admission in order that he might determine which were the seventy-five or eighty in the group who were best qualified. Both of these institutions offer one-year diploma courses to university graduates. These courses include intensive work in theory, usually conducted by the lecture method, and a considerable amount of rather closely supervised practice in a large number of carefully selected schools, the most of which are secondary. The degree of master of arts in education and master of science in education may be earned by bachelors holding corresponding degrees by passing at least four prescribed examinations in professional subjects; presenting an acceptable thesis showing individual research in one of the subjects of the examinations; and by giving evidence of four years of successful teaching. The four-year course is also offered in which the work is entirely under the director of the Department of Education and evidently contains a considerable amount of "professionalized subject matter." It is a noticeable fact that a large proportion of the professional texts are by American authors—more from Columbia than elsewhere.

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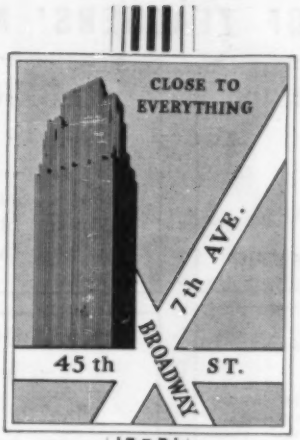


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